

GARDEN CITY PRESS LIMITED, LETCHWORTH, HERTS.

L'UMILE PIANTA.

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Year 1904—

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Years 1905-6—

Miss M. E. DAVIS, The Poplars, Enfield.

Years 1907-8—

Miss M. E. FRANKLIN, 31, Seymour House, Compton Street, Hunter Street, W.C.

Years 1909-10—

Miss V. R. BISHOP, Sunnyhill, Wimbledon.

CHANGES OF ADDRESS.

1906. Bell, L. A., c/o Mrs. Blofeld, Hoveton House, Norwich (post for two terms).
 1909. Chalmers, D., at The Vicarage, St. Lawrence, Ramsgate (post).
 1911. Derrick, A. L., c/o Mrs. Rees, Holmleigh, Carnarvon (post).
 1910. East, M. M., Candahar, Reigate (sole address).
 1901. Hirtzel, S., Nakuru Hotel, Nakuru, B.E. Africa (for a short time).
 1905. Hope-Wiseman, M., Elton Grange, Bury, Lancs. (post for one term).
 1910. Lobjoit, M. S., c/o Lady Hotham, West Hill, Titchfield, Hants.
 1908. Lorimer, W., at Rowbarns Manor, East Horsley, Surrey (post).
 1909. McConnell, O., Pylle Rectory, Somerset (sole address).
 1907. Mann, C., Wainford House, Ditchingham, Norfolk (summer holidays only); (1) c/o Madame G. Mallet, le Bois des Moutiers, Varengeville sur Mer, Seine Infre; (2) Ranguin, bei Cannes, Alpes Maritimes, France.
 1905. Mahoney, G., 1, St. Faith's Lane, Norwich (post).

1893. Mucklow, F., 44, Alma Square, St. John's Wood, N.W.
 1902. Pringle, Mrs. (née I. Fischer), 14, Norland Square, Holland Park Avenue, W.
 1909. Reid, F. L., 10, Merton Grove, Bootle, Liverpool (home); c/o Mrs. Clayton, Redholme, Carnatic Road, Mossley Hill, Liverpool (daily post).
 1901. Russell, H. G., c/o Miss Trotter, 2 Rue du Croissant, Algiers, N. Africa (post).
 1909. Smith, J. H. Mellis, c/o Lady Pentland, Government House, Madras, India (post).
 1905. Stainton, L., c/o Mrs. McConnell, 11, Eton Avenue, Hampstead, N.W. (sole address).
 1909. Strachan, C. C., 43, Nile Grove, Edinburgh (home).
 1906. Taylor, I. D., Oakbank, Dollar, Clackmannanshire, N.B. (home).
 1907. Thorp, O., 12, Malcolm Road, Wimbledon, S.W. (post).
 1910. West Symes, E. W., Ashburn, Ilkley, Yorks.

NOTICES.

A Students' Meeting was held on October 6th at 13, Chilworth Street, W., by the kindness of Miss Evans and Miss Faunce. Five students were present: Misses M. E. Evans, M. E. Franklin, J. R. Smith, O. Thorp, and H. E. Wix. We discussed the possibility of having a Country Dance lesson at 13, Chilworth Street. It is unfortunate that so few students are taking this opportunity of learning something of these dances. A few of us hope to be able to have a lesson on November 2nd, which Miss Evans is kindly going to arrange. Plans for the special glorification of our 1914 Conference were also discussed; one student present suggesting an Educational Pageant, which should illustrate all the great educationalists and their ideas from the earliest

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times, culminating in the P.N.E.U. This seemed to us a very excellent idea, and well worth consideration. Any further ideas or suggestions or elaborations of this idea will be most gratefully received by the Students' Committee members.

In the next number of L'UMILE PIANTA there will be published the annual address list. Will all students please send their addresses *at once* to Miss Wix, The Hurst, Headley, Epsom, Surrey, taking special care to write very clearly. It has been suggested that this list would be of more use if the name of the "Postess" were always given as well as the address.

The next number of L'UMILE PIANTA will appear on January 15th, 1913. All communications should reach the Editor not later than December 20th, 1912.

FOR SALE.

A Fencing Costume, in perfect condition, for tall, slim figure. Cost 85 francs; would take £2 10s. The costume consists of a pleated skirt of fine serge, padded holland bodice, padded leather gauntlets, mask of twisted wire to cover face, ears and head, with leather throat protector. Fencing shoes, size 5, and foil, strong, with curved handle. All Parisian made and in new condition. Apply to Miss G. E. M. Francis, Hamels Park, Buntingford.

LETTERS FROM THE PRESENT STUDENTS.

DEAR EX-STUDENTS,—

SCALE HOW.

We have heard indirectly that this letter would be more adequate if it contained news of the Practising School. Does this mean, for instance, how and in what subjects *ia* and

ib work together, and what subjects are given for composition, and how the girls get time to read all the books set in the highest classes? If people will let the Pianta monitress know exactly what sort of notes will be helpful, she will put them in with pleasure.

Since we last wrote four or five months have elapsed, and it is difficult to recall all our doings last term, especially with the long summer holidays that have intervened. Of course, on May 24th we celebrated Empire Day; St. George's was decorated, and then all the household assembled and Miss Mason and Miss Williams held a short service. Here is the whole programme, as it may contain useful ideas for a like hour on that day in "posts":—

Hymn No. 7 on the Empire Day Leaflet.

87th Psalm.

"The White Man's Burden."

"Empire Day."

A short talk on "Patriotism" by Miss Mason.

"The Flag of England."

Hymn No. 9.

"Our Lady of the Snows."

Hymn No. 2.

"The Young Queen."

"The English Flag."

"Recessional."

The National Anthem.

Miss Parish came for ten days after the Winchester Conference, and, needless to state, was, as usual, received with acclamation; we bombarded her with questions—not to be wondered at—and they were all answered. She talked to us also of the Students' Association, showing us how it really does help to make us feel a corporate body, however widely scattered we may be. This scattering far and wide from Scale How will soon be a sad fact to those of us who are Seniors, but there is the joy of getting our posts and starting the work.

Mr. Thornley came on June 10th for a day or two. The Seniors went for two walks, one in the morning to Lough Rigg, and another in the afternoon to Cicely Woods. The next day the Juniors went to Sweden Bridge, and the children had a short walk on the terrace and through the kitchen garden. It was during this last "nature" hour that he gave us such a good idea for catching "polliwogs." Hold an open umbrella upside down under a tree and then gently tap one of the lighter branches, and the result is a rich harvest for beetle lovers. It was during this same visit that the children had their "Bach" musical evening, and the Juniors acted scenes from "As You Like It," which were charming.

The other festivities of the term included a mysterious picnic given by four Seniors, who kept the secret so well that who the hospitable four were was not discovered until the entertainment was nearly over; then the Juniors also gave a picnic, of which the great feature was the cricket match; and at the end of the term there was the children's party.

The drawing-room evenings have been: "Dante," by Miss Feiling; "The Isle of Wight," Miss Malden; "Oxford," Miss Curry; "The Highlands," Miss Davidson; "The West Indies," Miss Mackie; and "Chopin," Miss Maude. The Shakespeare evenings have included: "Macbeth," "A Midsummer Night's Dream," "Richard II.," "Twelfth Night," and "Romeo and Juliet."

The flower list now numbers 318, and the bird list 65.—
Yours sincerely,

THE PRESENT STUDENTS.

Kelbarrow, Grasmere,

October 25th.

DEAR EDITOR,—

Against the time of another PIANTA coming out I write to say that it would have given me much pleasure to send

a catalogue of my picture show in Liverpool to all the students I have known, as the names of the places round Ambleside cannot but be pleasant to them. As the catalogues ran short this has not been possible. More visitors came to the exhibition room than were expected, which was, of course, a very welcome surprise. It was nice to see some old students among them; and I am sorry I missed asking if a notice of the show might be put in the October PIANTA, as that might have given me the chance of seeing others.—
Believe me, Yours sincerely,

MARGARET L. SUMNER.

Nakuru Hotel,

Nakuru, British East Africa.

October 6th, 1912.

DEAR EDITOR,—

I was much interested in Miss Tetley's article on Handicrafts in the current issue of L'UMILE PIANTA. I heartily endorse her desire that mothers and nurses would encourage the babies to use their fingers in every possible way, not only in sewing, knitting, and paper-folding, but in all those innumerable household occupations which Miss Mason recommends. I know tiny children of three or thereabouts who can tuck in a sheet and beat up a pillow with the best, and others a little older who have learnt to tie up a parcel in the orthodox way from watching the man in the shop. No need to set them down to even paper-folding, except as a game. All children love being useful, and why not do things that mean something? A paper model, it is true, serves for fond mothers to hang their sentiment on, but serves also to gather an appalling amount of dust. Two years in a colony, in a tiny house with four small children, has, I am afraid, given me a rooted aversion to dust-collecting!

I think with Miss Tetley that painting and drawing make excellent hand-training, to mention only one of their many excellent qualities. Miss Tetley has pointed out one cause

of careless and badly finished work, which is the setting of handwork which is too difficult, such as basket-work and carton-work for Classes 1a and 1b. There are exceptions, of course, just as there are exceptions to the children who should not learn seven languages before they can speak their own. I have only had two children who could turn out a respectable basket or a neat carton model in even the last term in 1b, and even these were long in learning. At the same time, I do *not* agree that because a child shows no aptitude for handicrafts he should not be taught them. You might as well cease to teach arithmetic because a child has no aptitude for it. The backward child in any subject wants *more* careful training in that subject, not less. The good subjects will take care of themselves to a certain extent. In fact, I should be inclined to take a child who was clumsy-fingered for extra lessons in handicrafts. We all know that skill in almost anything, up to a certain degree, is a matter of muscular and mental training. "Practice makes perfect" is not a mere copybook headline.

Why does Miss Tetley quarrel with size 8 needles? I think it is a good thing for our future generations that our girls prefer to learn to pull together in a game of hockey to sitting on an enervating cushion, bending their backs to microscopic stitches on a meaningless bit of needlework. A girl will make a better mother to her sons for having knocked about on a playing-field in her schooldays, provided the rest of her training is wise and she knows when to give up being a semi-boy and become that best of human things—"a perfect woman, nobly planned." I have also knitted when reading to children, but I gave it up long ago, because I found that my inability to sit still without occupation was contagious, and also that both the children's and my attention was necessarily divided.

I very much hope that Miss Tetley's paper will be discussed fully, as it is upon a subject which is open to much thrashing. Perhaps some of you may be interested to know

that I am working in the Government school here. I began work October 4th. There are twenty-eight children, nearly all of whom are Dutch, who do not understand much English. They are of all ages, and some of the biggest cannot read at all. They seem very bright and keen, and ought to get on very quickly. One thing they have in common with all the children I have met outside the P.N.E.U.—an utter incapacity for narration. This is *not*, I am certain, because of the foreign language. They are not accustomed to expressing themselves in words. They can all draw to a certain extent.—Yours, etc.,

SIBYL HIRTZEL.

NOTES FROM "CRITICISM LESSONS."

The more you give children the chance of finding out for themselves the better.

To watch a child doing anything is fatal; nevertheless, we must be aware of what he is doing, but our observation must not be apparent.

Enthusiasm and feeling must be brought to an art lesson.

Lesson to Classes 1a and 1b. "Place."—The teacher must remember the limitations of the children's understanding; for instance, in the description of a place the point is for children to visualise scenes, and they cannot visualise when such terms as "a military fort" or "cultivated" are used. Instead, they must be told of the soldiers walking in the streets, etc.

When children are invited to criticise one another the personal element is introduced, which is a mistake.

We must never introduce new scientific words without a definition.

HANDICRAFTS.

The paper on Handicrafts in the September PLANT seems to me to contain much sound truth. Without having experience in a very wide range of handicrafts, it is easy to